UNIVERSITY AT ALBANY
DIVISION OF
STUDENT AFFAIRS

Student Learning Project Report

2014 - 2017
A Message From the Vice President for Student Affairs
STUDENT LEARNING DOMAINS

APPLIED LEARNING

DIVERSITY AND INCLUSION

HEALTH AND RESILIENCE

PUBLIC ENGAGEMENT
Applied Learning

Student Learning Objectives under the Applied Learning domain reflect a student’s knowledge of a particular topic, how they use their knowledge in experiential settings, and their ability to explore and analyze new issues.
In 2015 Career and Professional Development saw an increase in Freshman activity as it pertains to careers and professional development:

There was an increase in freshman attendance at both of our Career Fairs in 2015-2016 compared to 2014-2015. In fall 2014 we had only 4% freshmen attendance. In fall 2015 that increased to 11%.

Our Food for Thought program takes place throughout the year and it allows students to invite a professor, advisor, or librarian to dine with him or her in our residential dining halls.

Disability Resource Center found that 27 students met with us for repeated (3+) appointments throughout the semester. Of these students, 18 received a higher semester GPA than their cumulative GPA.

In January 2017, Students attended Great Danes in NYC. Students who attended are more confident that they can achieve their career goals, are more likely to apply for internships, and are more inspired to pursue their dream career.
As a result of participating in student staff training conducted by Residential Life, student staff will be able to identify indicators of a person that may need mental health support.

97% of responses correctly identified signs that would be acceptable answers to the question posed in the self-evaluation. Overall, the staff has a strong understanding of common “red flags” to assess if students are in distress.

In 2016-2017 Student CARE Services surveyed the effectiveness of their training. University students often struggle with personal and health-related issues. If these issues begin to interfere with academic and personal success, Student CARE Services can help! They found the following:

Respondents stated they knew what to do about a student of concern:

- Prior to Presentation: 54%
- After Presentation: 100%

[Diagram showing percentages for different indicators: Decline in mood/behavior, Academics, Substance Abuse, Change in Appearance and Hygiene, Other]
Diversity And Inclusion

Student Learning Objectives under the Diversity and Inclusion domain reflect a student’s knowledge of the social, civic, and economic challenges of a diverse and inequitable world.
The Mission of the University at Albany Safe Space Program is to support and empower members of the UAlbany community through education, engagement, and deliberate dialogue in order to provide an affirming and inclusive environment for all students, faculty and staff to THRIVE.

92% of students reported that they feel more comfortable should a student come out to them after attending Safe Space

100% of respondents were able to identify one way they can support an LGBTQ student

“I can support an LGBT student by providing a safe, comfortable and inclusive environment, where they can feel free to talk with me.”
-Anonymous

The Advocacy Center for Sexual Violence provides a safe and welcoming environment for students to receive support and advocacy services in the aftermath of sexual violence including, but not limited to, sexual assault, intimate partner violence and/or stalking. In 2015-2016 the Advocacy Center conducted a survey on the aftermath of their Sexual Violence Prevention Training. The purpose of the training was to inform students on ways to the prevent or intervene in a situation involving sexual or interpersonal violence.

92% of students correctly identified the University at Albany’s Title IX Coordinator

52% of students defined ‘consent’ correctly

88% of students are able to identify one thing they would do to prevent or intervene in a situation involving sexual and/or interpersonal violence.

Bystander Confidence

73% of students report that they would be likely or very likely to do something to prevent or intervene in a situation involving sexual and/or interpersonal violence.
The University at Albany’s Living-Learning Communities (L-LCs) provide students with an opportunity to live and take classes with other incoming freshmen who share their personal interests, passions or intended academic major. In the Spring of 2015 the Department of Residential Life concluded a survey based off of the NASPA Consortium Survey: Living-Learning Communities, and found that students:

- **82%** Felt they had the ability to meet individuals with different interests than their own
- **82%** Felt the ability to meet individuals with similar interests to their own
- **73%** Had feelings of being connected to the campus
- **65%** Have gained experience/skills relevant to their academic major
- **60%** Have gained experience/skills relevant to their future

The Office of Intercultural Student Engagement is committed to developing and maintaining a culturally inclusive campus environment where all students can engage in meaningful relationships with other students, faculty and staff thereby enhancing the academic excellence, personal growth and leadership development of all UAlbany students.

In 2015 they surveyed incoming Freshman’s knowledge on Diversity and Inclusion. They found that:

- **91.1%** of all respondents were able to correctly define the term, “diversity”
- **86.9%** of all respondents were able to correctly define the term, “Inclusion”
Health & Resilience

Student Learning Objectives under the Health and Resilience domain reflect a student’s knowledge and use of preventative care and resources that optimize health behaviors.
The Multicultural and the Gender and Sexuality Resource Centers (MRC and the G&SRC) conducted surveys to collect data regarding visits to the resource centers, satisfaction with available resources, the location of the centers, and the overall atmosphere. The GRC survey was sent out at the end of the Fall 2015 and at the end of the Spring 2016 semester to roughly 600 students. The MRC survey was sent out only at the end of the Spring Semester and only to those students who had directly swiped into the resource center equaling roughly 90 students.

Counseling and Psychological Services (CAPS) made significant changes to the incoming student orientation program in the beginning of Summer 2015. The new program, entitled Healthy Danes, involves interactive games and is presented to small groups of students. A major goal of this program was to increase student awareness of CAPS services and level of willingness to refer a friend or seek services for themselves at CAPS if needed.

80.0% of first year students indicated that they were aware that CAPS provides free and confidential mental health services to students, a notable increase compared to past years (73.3% in Spring 2016, 71.4% in Spring 2015, and 70.1% in Spring 2014). The above findings suggest that the Healthy Danes program has been successful in increasing first year student awareness of CAPS and its services, as well as their willingness to make use of those services.

Starting in 2013, Student Health Services saw an increase in tobacco users making visits and being coded for ceding the use of tobacco. Over 50 more patients were coded for Tobacco Cessation by 2017 due to nursing providers. This coding includes:

- Identification of Tobacco Users
- Documentation of Tobacco Use
- Appropriate Education

82.5% Feel more connected to the campus community because of the presence of the MRC/GSRC

98% Reported their high satisfaction with GSRC/MRC Student Staff
**Project SHAPE**

Project SHAPE is a peer education program that provides sexuality, sexual violence, and sexual health education programs for the University community.

After completing the Project SHAPE training course, participants will be able to facilitate awareness exhibits and educational programs on sexuality/sexual health and sexual violence related topics.

The Advocacy Center staff offers the Mentors in Violence Prevention (MVP) training program, which is a leadership training that utilizes the bystander intervention model. The Advocacy Center for Sexual Violence staff assessed participants’ learning and attitudes about sexual violence by administering a pretest and post-test to students who participated.

An increase from **31.3%** to **97%** after the Course, on the question: *Students are able to identify that describing someone as transsexual did not refer to their sexual orientation*.

An increase from **43.6%** to **93.8%** after the Course, on the question: *How long it would take for someone infected with HIV to test positive*.

An increase from **46.8%** to **69.7%** after the Course, on the question: *Able to identify correctly that only 3 to 8% of sexual assaults are falsely reported*.

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**100%**

MVP participants feel confident or very confident about checking in with a friend who is incapacitated before she/he goes home with someone.

**91.7%**

MVP participants report feeling confident in confronting a peer who makes an offensive joke about sexual violence.
Public Engagement

Student Learning Objectives under the Public Engagement domain reflect a student’s service to their communities and their ability to recognize ethical issues and difference in perspectives within the communities they serve.
The **New Student Programs** department handles surveys that are directed to transfer and new students. The Freshman Student Orientation survey and the Transfer Student Orientation survey are both administered in the summer and fall. All students that attended Orientation received an email survey following their respective program. The question asked to measure this learning objective was as follows: “After attending Orientation, how do you plan on getting involved in the UAlbany community during your first semester?”

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**Student Involvement & Leadership**

Due to the efforts of the UAlbany GO Team (2014-2015), events and programs across campus were advertised on social media.

Based on data, the UAlbany Go Team gained:

- **1,186** Facebook followers
- **666** Twitter Followers
- **346** Instagram Followers

**As of Today...**

- **1,613** Facebook followers
- **1,208** Twitter Followers
- **1,403** Instagram Followers

**UAlbany Social Media is expanding!**
Public Engagement

The department of Community Standards saw that, 85% of the respondents had interacted with an Ambassador at least 6 times during the course of 2015-2016 academic year. 63% of total respondents had relayed an issue or concerns to an Ambassador during this past year and of those individuals who had reported a concern, 94% felt as though the concern had been adequately addressed. Of those surveyed, 41% had attended a program sponsored by an Ambassador and 73% of total respondents felt as though the information being distributed by OCA’s was helpful.

<table>
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<tr>
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<th>Fall 2015 Student Leader</th>
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84% Of respondents felt as though the Ambassador program had significantly impacted them in a positive way.

*Our Community Standards department Off-Campus Ambassador Model is the crux of how Neighborhood Life conducts its programs, educates students, engages with the community, and acts as a liaison between the University and its off-campus students. Our Ambassadors design/host monthly programs that revolve around personal safety, off-campus education and community engagement. They conduct bi-weekly door-to-door interactions with students and families that live within their assigned zone.*
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